Kentucky State University Diversity Plan

The Commonwealth of Kentucky's Council on Postsecondary Education (CPE) is a statewide coordinating body charged with leading change and improvement in Kentucky's postsecondary education system as directed by the Kentucky Postsecondary Education Improvement Act of 1997. (1a) Having been released in 2008 from a partnership agreement established by the United States Department of Education's Office of Civil Rights in 1988, the CPE instructed its staff to develop a statewide diversity policy to move public higher education beyond remedial strategies of increasing minority representation in higher education to those that are more inclusive of other groups. On September 12, 2010, the CPE adopted a statewide diversity policy and framework for diversity implementation at all public higher education institutions. The CPE then set a requirement that each public university develop a campus-wide diversity plan that is adopted by that university's governing board and forwarded to CPE for review and concurrence.

Recognizing its unique status as a federally designated historically black, 1890 Land Grant University, Kentucky State University (KSU) has created this document to accomplish the following tasks:

a) Meet or exceed statewide diversity requirements identified by CPE
b) Continue gains achieved in the last decades in the recruitment and enrollment of diverse students (domestic and international), and
c) Provide students, faculty, and staff with the tools necessary to reach higher levels of achievement as change agents across this nation and around the world.

Definition of Diversity

Although diversity can be expanded to include a wide range of beliefs, characteristics, and philosophies, KSU has chosen in this first launch of the diversity plan to focus primarily on federally protected classes and veterans. This plan may be adjusted in future phases to encompass additional groups as needed.

Diversity, as a concept, describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, color, religion, national origin, age, gender, disability, and veteran status, among other characteristics. Diversity in concept expects the creation of a safe, supportive, and nurturing environment that honors and respects differences and finds way to utilize those differences to promote higher levels of achievement by all members of the community.

Diversity Plan Vision Statement

Kentucky State University shall continue to build on its success as the most diverse public university in the Commonwealth of Kentucky to become a university of distinction and model for higher education institutions nationwide; providing a world class education in an environment where all members of the university community excel and serve as productive global citizens.

Kentucky State University has a philosophical view of diversity that is espoused best by Dr. James Oblinger, Chancellor of North Carolina State University. He wrote, *"In particular, diversity of both ideas and people is essential to new scholarship, innovation, and organizational effectiveness. Our success in realizing this vision is inextricably linked to diversity."*

KSU Mission Statement

Kentucky State University, building on its legacy of achievement as an historically black, liberal arts, and 1890 land-grant university, affords access to and prepares a diverse student population of traditional and non-traditional students to compete in a multifaceted, ever-changing global society by providing student-centered learning while integrating teaching, research, and service through high-quality undergraduate and select graduate programs.

Core Values from the Kentucky State University Strategic Plan

Through these core values, we – the faculty, staff, administrators and students of Kentucky State University – communicate to all our stakeholders and constituents the way in which we choose to do business. The following values that we hold are essential to achieving the University's mission:

Student-Centered Philosophy

In everything we do, our students come first. We strive to create an environment that values the unique backgrounds, perspectives, and talents of all our students and to provide them with the academic, leadership, and social tools to help them grow as responsible, knowledgeable, and creative global citizens. We encourage attitudes and behaviors that lead to a desire to learn, a commitment to goals, and a respect for the dignity of others. Ultimately, we encourage attitudes and behaviors that build success.

Excellence and Innovation

We believe in students' potential to learn and to connect what they learn inside and outside the classroom to solving problems for productive changes. We strive to offer excellent academic programs; to encourage exploration and discovery through providing outstanding instruction, technology and facilities; and to ignite a curiosity toward the world and a passion for lifelong learning. We seek to reward the pursuit and achievement of excellence and innovation in an environment where freedom of thought and expression is valued. We want all members of our campus community to leave a mark through their creativity, curiosity, exploration, discovery, and ingenuity.

Ethical Conduct

We encourage the sharing of information in an open and responsible manner while maintaining the highest ethical and moral standards. Those standards are reflected in our commitment to accountability and to personal responsibility for our choices and actions. We encourage respect for the dignity, diversity, and rights of all individuals. We welcome all students who commit themselves to learning, knowing that students and faculty with diverse perspectives enhance our classroom experience.

Social Responsibility

We share responsibility for each other and are committed to providing opportunities for participation in the economic, political, and cultural life of our local, state, regional, national, and global communities. We are sensitive to our surrounding community; therefore, we recognize the value of integrating classroom learning with community experience. Our commitment is to provide leadership and to establish partnerships for addressing community and workforce needs and to make a positive difference in the city of Frankfort, the Commonwealth of Kentucky and the world.

KSU Diversity Plan Goals and Performance Measures

The following goals have been defined to support the Vision and Mission Statements of Kentucky State University. The associated performance measures are either defined by Kentucky State University and/or mandated by KRS 164.020 (19). For each goal, the University has selected specific parameters to measure and report to its Board of Regents and the Council on Postsecondary Education. The parameters reported to the CPE shall be no less than those necessary for the purpose of certifying that thresholds of state mandated performance measures have either been achieved or exceeded.

Based on our unique status as the Commonwealth of Kentucky's only public historically Black university, Kentucky State University will continue its efforts to recruit and retain a majority population of African American students. Efforts will also be made to recruit and retain students from other ethnic minority groups and the majority population as defined by the demographic makeup of the university's service area (Franklin, Scott, Anderson, Shelby, Henry, and Owen Counties). Demographic data for each county in the service area are provided in the next section.

Note that baseline demographic data for the university population were established using figures from the latest graduation and Fall 2010 term as supplied by the Office of Institutional Research and Effectiveness. Each improvement threshold is the numerical goal toward which the campus hopes to have made significant progress by the start of the subsequent academic year. Note that no improvement thresholds will be set for the groups, American Indian/Alaska Native and Native Hawaiian or other Pacific Islander, due to the low number of residents from these groups in the college-going age range in the university's defined service area.

The following sections will also include numerical comparisons of KSU baseline data with state level demographic data since KSU's Land Grant status requires that the university serve the entire population of the Commonwealth of Kentucky. Performance measures will be evaluated to ascertain the level of descriptive representation achieved by the university as compared to the state demographic data. In the first section, the demographic data for the state is provided. Then, gaps between group demographics of the state and the campus are calculated by subtracting the group percentage represented on campus from the percentage represented in the state. Where the calculation yields a negative value, the group representation on campus exceeds that of the state. Therefore, generally, an improvement threshold is not set. If the calculation yields a positive value, the group representation on campus is less than that of the state. Therefore, generally, an improvement threshold is set to make progress towards closing the gap. As stated previously, where the racial/ethnic group demographic value is less than 1%, an improvement threshold is not set due to the low pool of possible candidates to be recruited.

Note again that this analysis must also be viewed from the perspective that Kentucky State University is a HBCU. Therefore, in unique instances, an improvement threshold is set where the group demographic of the campus is low (such as African American Faculty), when

compared to the group demographic of the student population. Also, improvement thresholds for group demographics are not set where such group demographics on campus may be below state demographics but such variance is reflective of our heritage and identity as a HBCU.

I. Profile of Performance Measures using State Demographic Data

A. Increase Recruitment and Enrollment of Diverse Students

Recruitment activities are conducted primarily by the Office of Admissions. Activities include but are not limited to the following:

a) Participate in college fairs at high schools in all regions of the state
b) Conduct open house events on the campus during the Spring semester
c) Conduct personal visits to high schools in all regions of the state, especially those in service counties and those with high minority student populations
d) Invite students from across the state to visit the campus for campus tours

In addition to the activities listed above, certain new strategies will be employed in an attempt to gain further access to Hispanics/Latinos and males, since these groups are significantly under-represented in the undergraduate and graduate student populations. These new strategies include but are not limited to the following:

a) Include Spanish-speaking KSU students and staff at college fairs in targeted counties that have high concentrations of Hispanics/Latinos
b) Translate recruitment materials into Spanish for use in college fairs and open house events
c) Send recruitment materials in Spanish to partnering organizations that work with Hispanic/Latino students
d) Develop collaborative partnerships with community-based organizations that serve and/or mentor males; deliver educational programs in collaboration with such partnering organizations
e) Develop a specific marketing plan that focuses on Hispanics/Latinos and males. This plan will be shared among the Office of Admissions, Student One-Stop Shop, Registrar's Office and Student Services Office.
f) Develop a recruitment presentation for graduate programs that are targeted to employees in local government and state agencies. It is anticipated that this will assist with improved recruitment of males.
g) The Aquaculture Education Program serves the educational needs of K-12 students, their educators; and the general public, through demonstration of both the integration and practical application of biological, chemical, and mathematical core

concepts. In addition, many K-12 students have interests in vocational agriculture. Aquaculture also increases the choices among agricultural careers.

Regular reports are provided to the Vice President for Student Affairs, the Associate Vice President for Enrollment Management and to the University Cabinet upon request. In addition to the work of the Office of Admissions, numerous academic units participate indirectly in recruitment of students. These offices act as host sites for youth programs year-round for middle, junior high, and high school students.

One of the most important events of Kentucky State University's Strategic Enrollment Management plan is our exhibition and recruitment effort at the annual *HBCU Showcase*. The initiative provides KSU the opportunity to engage thousands of students from diverse backgrounds (ethnic, racial, low-income, etc) from across the Commonwealth in a day long exposition of strategies for entering college. Our level of engagement with the initiative has been as the primary sponsor and the featured Showcase institution for the past five years. In addition to the significant financial and administrative support provided, the Office of Enrollment Management annually facilitates workshops and seminars on a range of access related topics, including test preparation, testing skills, student financing and financial aid, veterans' issues, and specifically how to go to college.

A new department called the Student One-Stop Shop (SOS) opened in March of 2010 to serve as a primary solution center and service portal for enrollment-related services. Located in a centralized area of the Academic Services Building (ASB) that allows for one-on-one attention to students' needs, SOS follows a student-focused philosophy that acknowledges the potential positive effects on student satisfaction and retention that can occur with increased student engagement. SOS interfaces with a number of student service offices of the university, including the Offices of Admissions, Registrar, Bursar, and Financial Aid.

The **Office of Graduate Studies** facilitates the development and improvement of graduate programs and supports student success and progress toward graduation. The Office oversees graduate admissions. Recruitment activities are conducted by each academic unit as well as the Office of Graduate Studies. Additionally, the primary focus of Kentucky State University's Office of Enrollment Management (OEM) graduate admissions efforts are to address the general concerns of individuals working in the graduate student recruitment, admissions and enrollment management environment at the institution. The university recently implemented a graduate admission application processing structure that is centralized. To this extent, OEM facilitates the entire graduate applications process and fully utilizes currently available technology to distribute applications and information collected on applicants to the respective graduate academic program offices for their formal review and evaluation.

The Office of Enrollment Management recently developed and implemented the Graduate Incentive Program (GIP), in the institution's efforts to better facilitate the transition of KSU baccalaureate recipients from diverse backgrounds into KSU graduate programs and eventual

attainment of a KSU graduate degree. OEM annually facilitates the leveraging of financial assistance that supports this cohort through a limited **number of GIP Incentive Grants.**   It is anticipated that these grants will increase the number of students enrolled in graduate programs, especially males, who generally leave upon completion of the bachelor's program to obtain full-time employment to help support immediate and extended members of their families.

Furthermore, the **HBCU Masters Degree program**, administered by the U.S. Department of Education, provides funds to support the recruitment of minority graduate students in the STEM disciplines (aquaculture, computer science, and environmental studies) during the 2009 to 2014 period. Wider advertisement of and recruitment through this program is expected to increase the number of minority students enrolled in and graduating from graduate degree programs.

Demographic Data for the Commonwealth of Kentucky

Total population	**4,252,000**	**4,252,000 (by %)**
Male	2,084,042	49.0%
Female	2,167,958	51.0%
One race	4,193,788	98.6%
Two or more races	58,212	1.4%
One race	4,193,788	98.6%
Two or more races	58,212	1.4%
Hispanic or Latino (of any race)	101,044	2.4%
Not Hispanic or Latino	4,150,956	97.6%
White alone	3,727,319	87.7%
Black or African American alone	316,163	7.4%
American Indian and Alaska Native alone	7,357	0.2%
Asian alone	42,628	1.0%
Native Hawaiian and Other Pacific Islander alone	2,601	0.1%
Some other race alone	4,114	0.1%

Source: US Census website and Kentucky State Data Center: ACS Statistics, http://factfinder.census.gov/servlet/ADPTable?_bm=y&-context=adp&-qr_name=ACS_2009_5YR_G00_DP5YR5&-ds_name=ACS_2009_5YR_G00_&-tree_id=5309&-redoLog=true&-_caller=geoselect&-geo_id=04000US21&-format=&-_lang=en/

Undergraduate Students Enrolled	KSU Fall 2010 Baseline (%)		Representation in the AGR-State	Representation Gap	Five-Year Improvement Threshold
Total	2,606				
Total Female	1,556	59.7%	51%	(8.7%)	**
Total Male	1,050	40.3%	49%	8.7%	2%
Hispanic or Latino, regardless of race	28	1.1%	2.4%	1.3%	1%
Black, Non-Hispanic only	1,531	58.7%	7.4%	(51.3%)	*
American Indian/Alaska Native only	2	0.1%	0.2%	0.1%	**
Native Hawaiian or other Pacific Islander only	2	0.1%	0.1%	0%	**
Asian only		0%	1.0%	1.0%	1%
White, Non-Hispanic only	550	21.1%	87.7%	66.6%	*

Graduate Students Enrolled	Fall 2010 Baseline		Representation by State Data	Representation Gap by State Data	Five-Year Improvement Threshold
Total	245				
Female	126	51.4%	51%	(0.4%)	**
Male	119	48.6%	49%	0.4%	**
Hispanic or Latino, regardless of race	3	1.2%	2.4%	1.2%	1%
Black, Non-Hispanic only	120	49%	7.4%	(41.6%)	*
American Indian/Alaska Native only	4	1.6%	0.2%	(1.4%)	**
Native Hawaiian or other Pacific Islander only	1	0.4%	0.1%	(0.3%)	**
Asian only	4	1.6%	1.0%	(0.6%)	**
White, Non-Hispanic only	83	33.9%	87.7%	53.8%	*

*Due to the status of Kentucky State University as the Commonwealth's only public Historically Black College/University (HBCU), efforts will be applied to remain in the range of the baseline percentages of African American and White, Non-Hispanic group representation. **Where there is zero gap, a negative gap or a gap less than 1%, no improvement threshold will be set.

B. **Increase Student Retention**

A number of departments on campus share direct responsibility for the retention of students. These departments include the Student One-Stop Shop, the Student Support Services Program, the First Year Experience Program, the KSU Green to Gold Program, the KSU-KCTCS Green and Gold Transfer Initiative, the Academic Center for Excellence, the Office of Academic Advising and the Office of Graduate Studies. It is also acknowledged that all departments on campus have an indirect responsibility for the retention of students.

Reports on retention activities are provided to the University Cabinet on a quarterly basis. Reports are also provided to the Board of Regents on demand.

Activities and programs aimed at increasing student retention include the following:

a) **Quality Enhancement Plan: Academics with Attitude (QEP-AWA) -** Academics With Attitude is a campus-wide initiative for entering students who place in the first level of developmental coursework. Students are placed in learning communities that extend through their sophomore year. Student engagement and learning are enhanced by varying instructional methods; requiring supervised laboratory/seminar sessions and offering a living/learning community environment. The major programmatic initiatives of the QEP are block-scheduling students into living/learning communities, mandatory scheduled labs/seminars led by professional instructional counselors in conjunction with course instructors, and early and frequent interventions by a team of faculty and support staff. These are proving very successful. The first pilot showed a remarkable improvement (18 percent overall average increase in pass rates) in the grades of students who participated in it, compared to those of students in the control group who shared the same academic profile but did not participate. Data at the end of the first year indicated a marked increase in GPA and retention for those in the cohorts compared with a control group. In the summer of 2009, another pilot was started, this time adding a living component. Summer 2010 was the first full implementation of the project.

b) **Access to Algebra at KSU** - Kentucky State University created an Online College Algebra course modeled after the original Access to Algebra program began by University of Kentucky (UK). KSU's Access to Algebra program is specifically designed to be implemented in an online/on-site high school classroom environment as well as for independent study students. The course is constructed, monitored and facilitated by a KSU faculty member. The on-site high school teachers continue to provide direct guidance and assistance to their students. Online homework is accessed by students through the Web Homework System created and maintained by UK.

To increase college readiness and improve success in College Algebra, a third tier developmental course (Intermediate Algebra) is now being offered by participating high schools for students who are not prepared to navigate the college algebra curriculum. Intermediate Algebra is a direct prerequisite for college algebra and

successful completion of this course will help prepare students with to successfully complete the online college algebra course or to begin their post graduation college course work in college algebra. Students who enroll in online college algebra and find themselves unable to successfully complete college algebra curriculum will be allowed to drop back into the online Intermediate Algebra course upon completion of the first exam.

c) **Office of Academic Advising**. Kentucky State University provides a full range of academic advising and personal counseling services to students. Every effort is made to ensure that each student receives personal attention and assistance with his/her problems and concerns. Students, however, are expected to take the initiative to seek any needed assistance.

   The fundamental purposes of the Office of Academic Advising are to direct and coordinate the University's Academic Advising System, to assist students in the development of meaningful educational plans, and to increase student retention and degree completion by providing a comprehensive advisement and support system.

d) The **Academic Center for Excellence (ACE)** is a comprehensive learning center that promotes academic excellence by helping students to access the resources and develop the habits that encourage achievement. ACE is staffed by both professional Instructional Counselors as well as peer tutors. The Center provides access to supplemental instruction in a wide variety of subjects, including college reading, writing, mathematics, science, computer science, foreign languages, study skills, and time management.

e) The **FRIENDS Program** serves as an academic resource program that assists non-traditional students who are beginning or continuing their college education. The program is designed to address the holistic development of non-traditional students, while supporting their retention and satisfaction rates. In collaboration with ACE, academic assistance is provided across the curriculum. In addition, the program works in cooperation with on-campus departments and community agencies; providing professional and life-skills workshops, valuable information and opportunities for peer support.

f) **Student Support Services (SSS)** serves as a resource entity for students who receive financial aid, have a documented disability, or those who are first generation college students. **SSS at Kentucky State University** is designed to provide academic support, personal and individual counseling, one on one or group tutoring, career counseling, advising, mentoring and other community service assistance. The program collaborates with all university departments to fulfill our mission and goal of preparing students academically, guiding their success and navigating them to graduation. Additionally, SSS is unique in that it exposes students to a broad- base of social and cultural experiences that will broaden their sense of awareness and enhance their skills so that they can interface in a global market place.

g) The **Office of First Year Experience (FYE)** acknowledges the potential of all students, especially students from diverse backgrounds (ethnic, racial, low-income, etc), who would otherwise have little access to postsecondary education. The unit continually seeks to positively impact and enhance the academic experiences of the student clients availing the office's services. The First Year Experience Peer Mentor Program is specifically designed and implemented to facilitate this objective, and thus, to ensure the ease of transition during their first year at KSU.

   Peer Mentors provide one-on-one and small structured study groups. Since Peer Mentors have previously experienced the identical challenges faced by most of the institution's new students, they are ideally equipped to assist this population as it pursues transitional success at KSU. Each year more students, parents, and guardians have expressed how grateful they are that our department has helped guide them and make their transition to college easier.

h) Student financing represents a primary retention barrier for many students in their efforts to continue their educational pursuits, especially those students from diverse backgrounds (ethnic, racial, low-income, etc) The **Green 2 Gold Program** is designed to assist this population in meeting their financial obligations to Kentucky State University and provides employment opportunities through which they may earn funds unmet by their initial award package.

i) Student financing also represents a primary retention barrier for many transfer students in their efforts to continue their educational pursuits, especially those students from diverse backgrounds (ethnic, racial, low-income, etc). The **KSU-KCTCS Green and Gold Transfer Initiative** is a comprehensive initiative designed to maximize access to a baccalaureate or four-year degree to students from the KCTCS system which focuses on the following specific frameworks:

   - The Transfer Scholarship Framework
   - The Dual Enrollment Framework
   - Opportunities to access and participate in additional curricular and, especially, extracurricular activities and events with the use of a valid KCTCS institutional ID

   The KSU-KCTCS Green and Gold Transfer Initiative addresses the broad questions associated with the CPE 2020 Goals for the Commonwealth through the following action steps:

   a) Hired new coordinator of transfer students to replace the person who retired in 2010
   b) Provide transfer students with scholarships to help defray a portion of the additional tuition costs incurred
   c) Provide regular academic advising and an assessment of the incoming transcripts to determine the best alignment of prior credentials with major interest and degree programs offered in the four-year program structure

d) Provide information on various student service departments that are available to assist the student with the additional rigor of coursework and acclimation to the campus environment

Transfer Student Enrollment	Fall 2010 Baseline		Representation by State Data	Representation Gap by State Data	Five-Year Improvement Threshold
Total	148				
Female	98	66.2%	51%	(15.2%)	**
Male	50	33.8%	49%	15.2%	2%
Hispanic or Latino, regardless of race	3	2%	2.4%	0.4%	**
Black, Non-Hispanic only	48	32.4%	7.4%	(25%)	*
American Indian/Alaska Native only	0	0%	0.2%	0.2%	**
Native Hawaiian or other Pacific Islander only	0	0%	0.1%	0.1%	**
Asian only	0	0%	1.0%	1.0%	1.0%
White, Non-Hispanic only	68	45.9%	87.7%	41.8%	*

*Due to the status of Kentucky State University as the Commonwealth's only public Historically Black College/University (HBCU), efforts will be applied to remain in the range of the baseline percentages of African American and White, Non-Hispanic group representation. **Where there is zero gap, a negative gap or a gap less than 1%, no improvement threshold will be set.

Retention Cohorts:

The data for the **Fall 2009 Cohort** are presented below. Row percentages are calculated to reflect retention by demographic group.

First Year Undergraduate	Fall 2009 Cohort		First Year to Second Year		Five-Year Improvement Threshold
Total	540		290		
Female	303	56.1%	173	59.7%	***
Male	237	43.9%	117	40.3%	3%
Hispanic or Latino, regardless of race	8	1.5%	4/8	50%	*
Black, Non-Hispanic only	366	67.8%	199/366	54.4%	***
American Indian/Alaska Native only	0	0%	0	0%	**
Native Hawaiian or other Pacific Islander only	1	0.2%	1/1	100%	**
Asian only	1	0.2%	1/1	100%	**
White, Non-Hispanic only	61	11.3%	24/61	39.3%	3%

***Rate is greater than or equal to 50%. No threshold set.

The data for the **Fall 2008 Cohort** is presented below. Row percentages are calculated to reflect retention by demographic group.

First Year Undergraduate	Starting Fall 2008 Cohort		First Year to Second Year- Fall 2009		Second Year to Third Year- Fall 2010		Five-Year Improvement Threshold
Total	687		360		240		
Female	371	54%	214	59.4%	153	63.8%	**
Male	316	46%	146	40.6%	87	36.2%	2%
Hispanic or Latino, regardless of race	4	0.6%	2/4	50%	4/4	100%	**
Black, Non-Hispanic only	484	70.5%	261/484	53.9%	174	36%	*
American Indian/Alaska Native only	0	0%	0	0%	0	0%	**
Native Hawaiian or other Pacific Islander only	0	0%	0	0%	0	0%	**
Asian only	0	0%	0	0%	0	0%	1%
White, Non-Hispanic only	63	9.2%	27/63	42.9%	20/63	31.7%	*

C.   Increase Diverse Student Graduation Rates

In addition to the services offered through the Office of Academic Advising and the Academic Center for Excellence, the University offers the Project Graduate Program, an outreach effort to engage and graduate returning adult undergraduate students. Project Graduate is a statewide program to assist former Kentucky State University students who have accumulated at least 90 semester credit hours but did not complete a full degree plan to obtain a Baccalaureate Degree in Liberal Studies.

The Office of Graduate Studies facilitates the development and improvement of graduate programs and supports student success and progress toward graduation. The Office oversees graduate admissions. The Director of Graduate Studies serves as advisor to the Graduate Student Association. The primary goals of the Director of Graduate Studies are graduate program success and graduate student success. These are to be achieved through the Office of Graduate Studies with the support and aid of the Graduate Council and the Graduate Faculty.

Associates Degrees/Credentials Awarded	May 2010		Representation by State Data	Representation Gap by State Data	Five-Year Improvement Threshold
Total	37				
Female	33	89.2%	51%	(38.2%)	**
Male	4	10.8%	49%	38.2%	2%
Hispanic or Latino, regardless of race	1	2.7%	2.4%	(0.3%)	**
Black, Non-Hispanic only	13	35.1%	7.4%	(27.7%)	*
American Indian/Alaska Native only	0	0%	0.2%	0.2%	**
Native Hawaiian or other Pacific Islander only	0	0%	0.1%	0.1%	**
Asian only	0	0%	1.0%	1.0%	1%
White, Non-Hispanic only	23	62.2%	87.7%	25.5%	*

*Due to the status of Kentucky State University as the Commonwealth's only public Historically Black College/University (HBCU), efforts will be applied to remain in the range of the baseline percentages of African American and White, Non-Hispanic group representation. **Where there is zero gap, a negative gap or a gap less than 1%, no improvement threshold will be set.

Bachelor's Degrees Conferred	May 2010		Representation by State Data	Representation Gap by State Data	Five-Year Improvement Threshold
Total	213				
Female	134	62.9%	51%	(11.9%)	**
Male	79	37.1%	49%	11.9%	5%
Hispanic or Latino, regardless of race	0	0%	2.4%	2.4%	2%
Black, Non-Hispanic only	132	62%	7.4%	(54.6%)	*
American Indian/Alaska Native only	0	0%	0.2%	0.2%	**
Native Hawaiian or other Pacific Islander only	0	0%	0.1%	0.1%	**
Asian only	1	0.5%	1.0%	(0.5%)	**
White, Non-Hispanic only	65	30.5%	87.7%	57.2%	*

Graduate Degrees Conferred	May 2010		Representation by State Data	Representation Gap by State Data	Five-Year Improvement Threshold
Total	54				
Female	33	61%	51%	(10%)	**
Male	21	39%	49%	10%	3%
Hispanic or Latino, regardless of race	1	1.9%	2.4%	0.5%	**
Black, Non-Hispanic only	27	0.5%	7.4%	6.9%	3%
American Indian/Alaska Native only	0	0%	0.2%	0.2%	**
Native Hawaiian or other Pacific Islander only	0	0%	0.1%	0.1%	**
Asian only	3	5.5%	1.0%	(4.5%)	**
White, Non-Hispanic only	17	31.5%	87.7%	56.2%	*

*Due to the status of Kentucky State University as the Commonwealth's only public Historically Black College/University (HBCU), efforts will be applied to remain in the range of the baseline percentages of African American and White, Non-Hispanic group representation. **Where there is zero gap, a negative gap or a gap less than 1%, no improvement threshold will be set.

The total number of graduate degrees conferred in the Starting 2004 Cohort is 306.

Undergraduate Degrees Conferred	Starting 2004 Cohort, Actual	Graduated 5/1/2010, Actual	Graduation Rate	Five-Year Improvement Threshold
Total	306	141		
Female	160	56	**35%**	3%
Male	146	19	**13%**	5%
Hispanic or Latino, regardless of race	2	0	**0%**	2%
Black, Non-Hispanic only	215	52	**24.2%**	3%
American Indian/ Alaska Native only	0	0	**0%**	0%
Native Hawaiian or other Pacific Isl. only	0	0	**0%**	0%
Asian only	3	2	**66.7%**	1%
White, Non-Hispanic only	49	12	**24.5%**	3%

D. Increase Faculty Recruitment and Retention

Responsibility for Faculty Recruiting is shared between the Provost's Office and the Office of Human Resources. Reports are made to the Cabinet and the Board of Regents on demand. The Provost empowers all Deans to participate in national conferences that attract large pools of qualified candidates, such as the Southern Region Education Board's Annual Compact for Faculty Diversity Conference. The Office of Human Resources routinely posts vacancies in such national publications as the Chronicle of Higher Education.

List of Recruiting Efforts

   a) Posting of positions on national higher education websites
   b) Posting of positions on state and national professional association websites
   c) Operate recruiting booths or circulate postings at national conferences
   d) Distribute postings through electronic and social media to professional networks

e) Posting in local, regional and statewide newspapers
f) A representative from the Provost's Office sits on each search committee to ensure diversity in the candidate pool

List of Retention Efforts

a) Professional Development Training at Faculty/Staff Institute every semester
b) Allow participation at state and national conferences where professional development training will be offered

	Fall 2010	**Five-Year Improvement Threshold (%)**
Number of Persons Contacted	>20	1%
Number of Candidates Successfully Recruited	6	1%

~Approximate

Number of Faculty at KSU	**Fall 2010**		**Representation by State Data**	**Representation Gap by State Data**	**Five-Year Improvement Threshold**
Total	185				
Female	82	44.3%	51%	6.7%	2%
Male	103	55.7%	49%	(6.7%)	**
Hispanic or Latino, regardless of race	3	1.6%	2.4%	0.8%	**
Black, Non-Hispanic only	49	26.5%	7.4%	(19.1%)	3%[1]
American Indian/ Alaska Native only	0	0%	0.2%	0.2%	**
Native Hawaiian or other Pacific Islander only	0	0%	0.1%	0.1%	**
Asian only	9	4.9%	1.0%	(3.9%)	**
White, Non-Hispanic only	107	57.8%	87.7%	29.9%	*

[1] An improvement threshold is set for this unique category to increase the number of African American faculty relative to the number of African American students in the campus population.

*Due to the status of Kentucky State University as the Commonwealth's only public Historically Black College/University (HBCU), efforts will be applied to remain in the range of the baseline percentages of African American and White, Non-Hispanic group representation. **Where there is zero gap, a negative gap or a gap less than 1%, no improvement threshold will be set.

E. Increase Staff Recruitment and Retention

Responsibility for Recruitment of Staff is shared among each of the departments on campus and the Office of Human Resources. Individual departments may use a wide range of techniques to distribute information on vacancies. Also, the Office of Human Resources routinely posts vacancies in local and regional newspapers as well as the KSU website. Reports on recruitment efforts are made on demand. Retention efforts are the sole responsibility of the hiring department. Again, reports on retention are made on demand to the University Cabinet.

List of Recruiting Efforts

a) Posting of positions on national higher education websites
b) Posting of positions on state and national professional association websites
c) Operate recruiting booths or circulate job postings at national conferences
d) Distribute postings through electronic and social media to professional networks
e) Posting in local, regional and statewide newspapers
f) University Compliance Officer delivers training on best practices for search committees

List of Retention Efforts

a) Professional Development Training at Faculty/Staff Institute every semester
b) Allow participation at state and national conferences where professional development training will be offered

	Fall 2010	Improvement Threshold (%)
Number of Persons Contacted	>100	1%
Number of Candidates Successfully Recruited	TBD	1%

Staff by Primary Assignment	Fall 2010		Representation by State Data	Representation Gap by State Data (%)	Five-Year Improvement Threshold
Total	455				
Female	244	53.6%	51%	(2.6%)	**
Male	211	46.4%	49%	2.6%	1%
Executive Managerial	48	10.5%			
Hispanic or Latino, regardless of race	0	0%	2.4%	2.4%	2%
Black, Non-Hispanic only	32	7%	7.4%	0.4%	*
American Indian/Alaska Native only	0	0	0.2%	0.2%	**
Native Hawaiian or other Pacific Islander only	0	0	0.1%	0.1%	**
Asian only	0	0	1.0%	1.0%	1%
White, Non-Hispanic only	15	3.3%	87.7%	84.4%	*
Other Professional	161	35.4%			
Hispanic or Latino, regardless of race	1	0.2%	2.4%	2.2%	1%
Black, Non-Hispanic only	93	20.4%	7.4%	(13%)	*
American Indian/Alaska Native only	0	0	0.2%	0.2%	**
Native Hawaiian or other Pacific Islander only	0	0	0.1%	0.1%	**
Asian only	10	2.2%	1.0%	(1.2%)	**
White, Non-Hispanic	49	10.8%	87.7%	76.9%	*

F.   Improve Institutional Climate

The university administration is committed to providing an educational and work environment in which students, staff, and faculty are trained and fully engage in implementation of cultural competency strategies. Although the campus has achieved great success in compositional diversity, we seek to expand to a higher level of access and inclusion of persons from all walks of life.

Various methods shall be used to assess student perception regarding campus climate. They include but are not limited to the following:

a) National Survey of Student Engagement (NSSE) Surveys
b) Campus Student Satisfaction Survey
c) Project pre-surveys
d) Class Evaluation Surveys

Measures of Effectiveness were established by the Campus Environment Team (CET) active during the 2007 calendar year. Such measures will include but are not limited to the following:

- Number of students participating in CET-hosted events
- Number of meetings between KSU executives and students in informal and formal settings
- Number of communication meetings between KSU executives and faculty/staff
- Number of compliance/professional development trainings offered to faculty and staff
- Percentage of students in regular (weekly) contact with academic advisors
- Percentage of students retained from freshman class into upper divisions
- Percentage of students in upper divisions who earn enough credits to either reach a higher division or graduate (i.e. sophomore to junior, etc.)
- Percentage of students engaged in student organizations and/or professional development associations
- Percentage of students engaged in off-campus service projects or service-learning
- Percentage of students who indicate satisfaction with campus environment

APPENDIX A:

COUNTY DATA COMPARISONS AND ANALYSES

II. Profile of Performance Measures using County Demographic Data

The following sections will include numerical comparisons of KSU baseline data with county level demographic data where such counties have been defined by CPE as the KSU Area of Geographic Responsibility (AGR). Performance measures will be applied by county to ascertain the level of descriptive representation achieved by the university as compared to the selected county. Strategies used to recruit and retain students, faculty, and staff are described in the previous section entitled, *Profile of Performance Measures using State Demographic Data.* The demographic data for each of the six counties in the ARG is provided first. Then, gaps between demographics of the county and the campus are calculated by subtracting the percentage of group demographic represented on campus from the percentage represented in the county. Where the calculation yields a negative value, the group representation on campus exceeds that of the county. Therefore, generally, an improvement threshold is not set. If the calculation yields a positive value, the group demographic representation on campus is less than that of the county. Therefore, generally, an improvement threshold is set to make progress towards closing the gap. As stated previously, where the racial/ethnic demographic value is less than 1%, an improvement threshold is not set due to the low pool of candidates who can be recruited.

Note again that this analysis must also be viewed from the perspective of Kentucky State University's federal designation as both a HBCU and an 1890 Land Grant university. Therefore, in unique instances, an improvement threshold is set where the group demographic of the campus is low (such as African American Faculty), when compared to the group demographic of the student population. Also, improvement thresholds for group demographics are not set where such group demographics on campus may be below county demographics but such variance is reflective of our heritage and identity as a HBCU.

Franklin County			Scott County		Anderson	
Total population	48,666	(By %)	42,874	(By %)	21,122	(By %)
Male	23,724	48.70%	20,871	48.70%	10,374	49.10%
Female	24,942	51.30%	22,003	51.30%	10,748	50.90%
RACE						
One race	47,983	98.60%	42,345	98.80%	20,939	99.10%
Two or more races	683	1.40%	529	1.20%	183	0.90%
Hispanic or Latino (of any race)	1,025	2.10%	1,006	2.30%	243	1.20%
White alone	41,437	85.10%	38,820	90.50%	20,099	95.20%
Black or African American alone	4,906	10.10%	2,148	5.00%	554	2.60%
American Indian and Alaska Native alone	47	0.10%	140	0.30%	0	0.00%
Asian alone	517	1.10%	279	0.70%	43	0.20%
Native Haw/ Pac Islander alone	0	0.00%	0	0.00%	0	0.00%
Some other race	589	1.20%	0	0.00%	0	0.00%
Two or more races	683	1.40%	481	1.10%	183	0.90%

Shelby			Henry		Owen	
Total population	40,322	(By %)	15,842	(By %)	11,295	(By %)
Male	19,912	49.40%	7,923	50.00%	5,597	49.60%
Female	20,410	50.60%	7,919	50.00%	5,698	50.40%
RACE						
One race	39,744	98.60%	15,622	98.60%	11,279	99.90%
Two or more races	578	1.40%	220	1.40%	16	0.10%
Hispanic or Latino (of any race)	3,532	8.80%	555	3.50%	209	1.90%
White alone	32,781	81.30%	14,513	91.60%	10,849	96.10%
Black or African American alone	3,259	8.10%	501	3.20%	195	1.70%
American Indian and Alaska Native alone	106	0.30%	47	0.30%	5	0.00%
Asian alone	168	0.40%	0	0.00%	26	0.20%
Native Haw/ Pac Islander alone	0	0.00%	0	0.00%	0	0.00%
Some other race alone	82	0.20%	10	0.10%	0	0.00%
Two or more races	394	1.00%	216	1.40%	11	0.10%

Franklin County

A. Increase Recruitment and Enrollment of Diverse Students

Total Fall 2010 Undergraduate Student Enrollment: 2,606

Total population of Franklin County: 48,666

Undergraduate Students Enrolled	KSU Fall 2010 Baseline (%)		Representation, Franklin Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	2,606		48,666		
Total Female	1,556	59.7%	51.3%	(8.4)%	**
Total Male	1,050	40.3%	48.7%	8.4%	1%
Hispanic or Latino, regardless of race	28	1.1%	2.1%	1%	1%
Black, Non-Hispanic only	1,531	58.7%	10.1%	(48.6%)	*
American Indian/Alaska Native only	2	0.1%	0.1%	0%	**
Native Hawaiian or other Pacific Islander only	2	0.1%	0%	(0.1%)	**
Asian only	0	0%	1.1%	1.1%	1%
White, Non-Hispanic only	550	21.1%	85.1%	64%	*

Graduate Students Enrolled	KSU Fall 2010		Representation, Franklin Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	245		48,666		
Female	126	51.4%	51.3%	(0.1%)	**
Male	119	48.6%	48.7%	0.1%	**
Hispanic or Latino, regardless of race	3	1.2%	2.1%	0.9%	**
Black, Non-Hispanic only	120	49%	10.1%	(38.9%)	*
American Indian/Alaska Native only	4	1.6%	0.1%	(1.5%)	**
Native Hawaiian or other Pacific Islander only	1	0.4%	0%	(0.4%)	**
Asian only	4	1.6%	1.1%	(0.5%)	**
White, Non-Hispanic only	83	33.9%	85.1%	51.2%	*

B. Increase Student Retention

Transfer Student Enrollment	Fall 2010 Baseline		Representation, Franklin Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	148		48,666		
Female	98	66.2%	51.3%	(14.9%)	**
Male	50	33.8%	48.7%	14.9%	3%
Hispanic or Latino, regardless of race	3	2%	2.1%	0.1%	**
Black, Non-Hispanic only	48	32.4%	10.1%	(22.3%)	*
American Indian/ Alaska Native only	0	0%	0.1%	0.1%	**
Native Hawaiian or other Pacific Islander only	0	0%	0%	0%	**
Asian only	0	0%	1.1%	1.1%	1%
White, Non-Hispanic only	68	45.9%	85.1%	39.2%	*

*Due to the status of Kentucky State University as the Commonwealth's only public Historically Black College/University (HBCU), efforts will be applied to remain in the range of the baseline percentages of African American and White, Non-Hispanic group representation. **Where there is zero gap, a negative gap or a gap less than 1%, no improvement threshold will be set.

C. Increase Student Graduation Awards

Associates Degrees/Credentials Awarded	May 2010		Representation, Franklin Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	37				
Female	33	89.2%	51.3%	(37.9%)	**
Male	4	10.8%	48.7%	37.9%	1%
Hispanic or Latino, regardless of race	1	2.7%	2.1%	(0.6%)	**
Black, Non-Hispanic only	13	35.1%	10.1%	(25%)	*
American Indian/Alaska Native only	0	0%	0.1%	0.1%	**
Native Hawaiian or other Pacific Islander only	0	0%	0%	0%	**
Asian only	0	0%	1.1%	1.1%	1%
White, Non-Hispanic only	23	62.2%	85.1%	22.9%	*

Bachelor's Degrees Conferred	May 2010		Representation, Franklin Co. Data	Representation Gap by Franklin Co. Data	Five-Year Improvement Threshold
Total	213				
Female	134	62.9%	51.3%	(11.6%)	**
Male	79	37.1%	48.7%	11.6%	1%
Hispanic or Latino, regardless of race	0	0%	2.1%	2.1%	1%
Black, Non-Hispanic only	132	62%	10.1%	(51.9%)	*
American Indian/Alaska Native only	0	0%	0.1%	0.1%	**
Native Hawaiian or other Pacific Islander only	0	0%	0%	0%	**
Asian only	1	0.5%	1.1%	0.6%	**
White, Non-Hispanic only	65	30.5%	85.1%	54.6%	*

Graduate Degrees Conferred	May 2010		Representation, Franklin Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	54				
Female	33	61%	51.3%	(9.7%)	**
Male	21	39%	48.7%	9.7%	1%
Hispanic or Latino, regardless of race	1	1.9%	2.1%	0.2%	**
Black, Non-Hispanic only	27	50%	10.1%	(39.9%)	**
American Indian/Alaska Native only	0	0%	0.1%	0.1%	**
Native Hawaiian or other Pacific Islander only	0	0%	0%	0%	**
Asian only	3	5.5%	1.1%	(4.4%)	**
White, Non-Hispanic only	17	31.5%	85.1%	53.6%	*

*Due to the status of Kentucky State University as the Commonwealth's only public Historically Black College/University (HBCU), efforts will be applied to remain in the range of the baseline percentages of African American and White, Non-Hispanic group representation. **Where there is zero gap, a negative gap or a gap less than 1%, no improvement threshold will be set.

Scott County

A. Increase Recruitment and Enrollment of Diverse Students

Total population of Scott County: 42,874

Undergraduate Students Enrolled	KSU Fall 2010		Representation, Scott Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	2,606				
Total Female	1,556	59.7%	51.3%	(8.4)	**
Total Male	1,050	40.3%	48.7%	8.4	1%
Hispanic or Latino, regardless of race	28	1.1%	2.3%	1.2%	1%
Black, Non-Hispanic only	1,531	58.7%	5.0%	(53.7%)	*
American Indian/Alaska Native only	2	0.1%	0.3%	0.2%	**
Native Hawaiian or other Pacific Isl. only	2	0.1%	0.0%	(0.1%)	**
Asian only	0	0%	0.7%	0.7%	**
White, Non-Hispanic only	550	21.1%	90.5%	69.4%	*

Graduate Students Enrolled	Fall 2010		Representation, Scott Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	245				
Female	126	51.4%	51.3%	(0.1%)	**
Male	119	48.6%	48.7%	0.1%	**
Hispanic or Latino, regardless of race	3	1.2%	2.3%	1.1%	1%
Black, Non-Hispanic only	120	49%	5.0%	(44%)	*
American Indian/Alaska Native only	4	1.6%	0.3%	(1.3%)	**
Native Hawaiian or other Pacific Islander only	1	0.4%	0.0%	(0.4%)	**
Asian only	4	1.6%	0.7%	(0.9%)	**
White, Non-Hispanic only	83	33.9%	90.5%	56.6%	*

B. Increase Student Retention

Transfer Student Enrollment	Fall 2010 Baseline		Representation, Scott Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	148				
Female	98	66.2%	51.3%	(14.9%)	**
Male	50	33.8%	48.7%	14.9%	1%
Hispanic or Latino, regardless of race	3	2%	2.3%	0.3%	**
Black, Non-Hispanic only	48	32.4%	5.0%	(27.4%)	*
American Indian/ Alaska Native only	0	0%	0.3%	0.3%	**
Native Hawaiian or other Pacific Islander only	0	0%	0.0%	0%	**
Asian only	0	0%	0.7%	0.7%	**
White, Non-Hispanic only	68	45.9%	90.5%	44.6%	*

C. Increase Student Graduation Awards

Associates Degrees/ Credentials Awarded	May 2010		Representation, Scott Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	37				
Female	33	89.2%	51.3%	(37.9%)	**
Male	4	10.8%	48.7%	37.9%	1%
Hispanic or Latino, regardless of race	1	2.7%	2.3%	(0.4%)	**
Black, Non-Hispanic only	13	35.1%	5.0%	(30.1%)	*
American Indian/Alaska Native only	0	0%	0.3%	0.3%	**
Native Hawaiian or other Pacific Islander only	0	0%	0.0%	0%	**
Asian only	0	0%	0.7%	0.7%	**
White, Non-Hispanic only	23	62.2%	90.5%	28.3%	*

Bachelor's Degrees Conferred		May 2010	Representation, Scott Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	213				
Female	134	62.9%	51.3%	(11.6%)	**
Male	79	37.1%	48.7%	11.6	1%
Hispanic or Latino, regardless of race	0	0%	2.3%	2.3%	1%
Black, Non-Hispanic only	132	62%	5.0%	(57%)	*
American Indian/ Alaska Native only	0	0%	0.3%	0. 3%	**
Native Hawaiian or other Pacific Isl only	0	0%	0.0%	0%	**
Asian only	1	0.5%	0.7%	0. 2%	**
White, Non-Hispanic only	65	30.5%	90.5%	60%	*

Graduate Degrees Conferred		May 2010	Representation, Scott Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	54				
Female	33	61%	51.3%	(9.7%)	**
Male	21	39%	48.7%	9.7%	1%
Hispanic or Latino, regardless of race	1	1.9%	2.3%	0.4%	**
Black, Non-Hispanic only	27	50%	5.0%	(45%)	*
American Indian/ Alaska Native only	0	0%	0.3%	0.3%	**
Native Hawaiian or other Pacific Isl. only	0	0%	0.0%	0%	**
Asian only	3	5.5%	0.7%	(4.8%)	**
White, Non-Hispanic only	17	31.5%	90.5%	59%	*

Anderson County

A. Increase Recruitment and Enrollment of Diverse Students

Total population of Anderson County is 21,122.

Undergraduate Students Enrolled	KSU Fall 2010		Representation, Anderson Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	2,606				
Total Female	1,556	59.7%	50.9%	(8.8%)	**
Total Male	1,050	40.3%	49.1%	8.8	1%
Hispanic or Latino, regardless of race	28	1.1%	1.2%	0.1%	**
Black, Non-Hispanic only	1,531	58.7%	2.6%	(56.1%)	*
American Indian/Alaska Native only	2	0.1%	0.0%	(0.1%)	**
Native Hawaiian or other Pacific Isl. only	2	0.1%	0.0%	(0.1%)	**
Asian only	0	0%	0.2%	0.2%	**
White, Non-Hispanic only	550	21.1%	95.2%	74.1%	*

Graduate Students Enrolled	KSU Fall 2010		Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	245				
Female	126	51.4%	50.9%	(0.5%)	**
Male	119	48.6%	49.1%	0.5%	**
Hispanic or Latino, regardless of race	3	1.2%	1.2%	0%	**
Black, Non-Hispanic only	120	49%	2.6%	(46.4%)	*
American Indian/ Alaska Native only	4	1.6%	0.0%	(1.6%)	**
Native Hawaiian or other Pacific Isl. only	1	0.4%	0.0%	(0.4%)	**
Asian only	4	1.6%	0.2%	(1.4%)	**
White, Non-Hispanic only	83	33.9%	95.2%	61.3%	*

**Where there is no gap or a gap less than 1%, no improvement threshold will be set.

B. Increase Student Retention

Transfer Student Enrollment	Fall 2010 Baseline		Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	148				
Female	98	66.2%	50.9%	(15.3%)	**
Male	50	33.8%	49.1%	15.3%	1%
Hispanic or Latino, regardless of race	3	2%	1.2%	(0.8%)	**
Black, Non-Hispanic only	48	32.4%	2.6%	(29.8%)	*
American Indian/ Alaska Native only	0	0%	0.0%	0%	**
Native Hawaiian or other Pacific Islander only	0	0%	0.0%	0%	**
Asian only	0	0%	0.2%	0.2%	**
White, Non-Hispanic only	68	45.9%	95.2%	49.3%	*

C. Increase Student Graduation Rates

Associates Degrees/ Credentials Awarded	May 2010		Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	37				
Female	33	89.2%	50.9%	(38.3%)	**
Male	4	10.8%	49.1%	38.3%	1%
Hispanic or Latino, regardless of race	1	2.7%	1.2%	(1.5%)	**
Black, Non-Hispanic only	13	35.1%	2.6%	(32.5%)	*
American Indian/ Alaska Native only	0	0%	0.0%	0%	**
Native Hawaiian or other Pacific Isl. only	0	0%	0.0%	0%	**
Asian only	0	0%	0.2%	0.2%	**
White, Non-Hispanic only	23	62.2%	95.2%	33%	*

Bachelor's Degrees Conferred	May 2010		Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	213				
Female	134	62.9%	50.9%	(12%)	**
Male	79	37.1%	49.1%	12%	1%
Hispanic or Latino, regardless of race	0	0%	1.2%	1.2%	1%
Black, Non-Hispanic only	132	62%	2.6%	(59.4%)	*
American Indian/ Alaska Native only	0	0%	0.0%	0%	**
Native Hawaiian or other Pacific Isl. only	0	0%	0.0%	0%	**
Asian only	1	0.5%	0.2%	(0.3%)	**
White, Non-Hispanic only	65	30.5%	95.2%	64.7%	*

The total number of graduate degrees conferred in May 2010 is 54.

Graduate Degrees Conferred	May 2010		Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	54				
Female	33	61%	50.9%	(10.1%)	**
Male	21	39%	49.1%	10.1%	1%
Hispanic or Latino, regardless of race	1	1.9%	1.2%	(0.7%)	**
Black, Non-Hispanic only	27	50%	2.6%	(47.4%)	1%
American Indian/Alaska Native only	0	0%	0.0%	0%	**
Native Hawaiian or other Pacific Isl. only	0	0%	0.0%	0%	**
Asian only	3	5.5%	0.2%	(5.3%)	**
White, Non-Hispanic only	17	31.5%	95.2%	63.7%	*

Shelby County

A. Increase Recruitment and Enrollment of Diverse Students

Total population of Shelby County is 40,322.

Undergraduate Students Enrolled	KSU Fall 2010		Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	2,606				
Total Female	1,556	59.7%	50.6%	(9.1%)	**
Total Male	1,050	40.3%	49.4%	9.1%	1%
Hispanic or Latino, regardless of race	28	1.1%	8.8%	7.7%	1%
Black, Non-Hispanic only	1,531	58.7%	8.1%	(50.6%)	*
American Indian/Alaska Native only	2	0.1%	0.3%	0.2%	**
Native Hawaiian or other Pacific Isl. only	2	0.1%	0.0%	(0.1%)	**
Asian only	0	0%	0.4%	0.4%	**
White, Non-Hispanic only	550	21.1%	81.3%	60.2%	*

Graduate Students Enrolled	Fall 2010		Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	245				
Female	126	51.4%	50.6%	(0.8%)	**
Male	119	48.6%	49.4%	0.8%	**
Hispanic or Latino, regardless of race	3	1.2%	8.8%	7.6%	1%
Black, Non-Hispanic only	120	49%	8.1%	(40.9%)	*
American Indian/ Alaska Native only	4	1.6%	0.3%	(1.3%)	**
Native Hawaiian or other Pacific Isl. only	1	0.4%	0.0%	(0.4%)	**
Asian only	4	1.6%	0.4%	(1.2%)	**
White, Non-Hispanic only	83	33.9%	81.3%	47.4%	*

**Where there is no gap or a gap less than 1%, no improvement threshold will be set.

B. Increase Student Retention

Transfer Student Enrollment	Fall 2010 Baseline		Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	148				
Female	98	66.2%	50.6%	(15.6%)	**
Male	50	33.8%	49.4%	15.6%	1%
Hispanic or Latino, regardless of race	3	2%	8.8%	6.8%	1%
Black, Non-Hispanic only	48	32.4%	8.1%	(24.3%)	**
American Indian/ Alaska Native only	0	0%	0.3%	0.3%	*
Native Hawaiian or other Pacific Islander only	0	0%	0.0%	0%	**
Asian only	0	0%	0.4%	0.4%	**
White, Non-Hispanic only	68	45.9%	81.3%	35.4%	*

C. Increase Student Graduation Awards

Associates Degrees/Credentials Awarded		May 2010	Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	37				
Female	33	89.2%	50.6%	(38.6%)	**
Male	4	10.8%	49.4%	38.6%	1%
Hispanic or Latino, regardless of race	1	2.7%	8.8%	6.1%	1%
Black, Non-Hispanic only	13	35.1%	8.1%	(27%)	*
American Indian/Alaska Native only	0	0%	0.3%	0.3%	**
Native Hawaiian or other Pacific Islander only	0	0%	0.0%	0%	**
Asian only	0	0%	0.4%	0.4%	**
White, Non-Hispanic only	23	62.2%	81.3%	19.1%	1%

Bachelor's Degrees Conferred	May 2010		Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	213				
Female	134	62.9%	50.6%	(12.3)	**
Male	79	37.1%	49.4%	12.3	1%
Hispanic or Latino, regardless of race	0	0%	8.8%	8.8%	1%
Black, Non-Hispanic only	132	62%	8.1%	(53.9%)	*
American Indian/Alaska Native only	0	0%	0.3%	0.3%	**
Native Hawaiian or other Pacific Islander only	0	0%	0.0%	0%	**
Asian only	1	0.5%	0.4%	(0.1%)	**
White, Non-Hispanic only	65	30.5%	81.3%	50.8%	*

Graduate Degrees Conferred	May 2010		Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	54				
Female	33	61%	50.6%	(10.4%)	**
Male	21	39%	49.4%	10.4%	1%
Hispanic or Latino, regardless of race	1	1.9%	8.8%	6.9%	1%
Black, Non-Hispanic only	27	50%	8.1%	(41.9%)	*
American Indian/Alaska Native only	0	0%	0.3%	0.3%	**
Native Hawaiian or other Pacific Isl. Only	0	0%	0.0%	0%	**
Asian only	3	5.5%	0.4%	(5.1%)	**
White, Non-Hispanic only	17	31.5%	81.3%	49.8%	*

Henry County

A. Increase Recruitment and Enrollment of Diverse Students

Total population of Henry County is 15, 842.

Undergraduate Students Enrolled	Fall 2010		Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	2,606				
Total Female	1,556	59.7%	50.0%	(9.7%)	**
Total Male	1,050	40.3%	50.0%	9.7%	1%
Hispanic or Latino, regardless of race	28	1.1%	3.5%	2.4%	1%
Black, Non-Hispanic only	1,531	58.7%	3.2%	(55.5%)	*
American Indian/Alaska Native only	2	0.1%	0.3%	0.2%	**
Native Hawaiian or other Pacific Isl. only	2	0.1%	0.0%	(0.1%)	**
Asian only	0	0%	0.0%	0%	**
White, Non-Hispanic only	550	21.1%	91.6%	70.5%	*

Graduate Students Enrolled	KSU Fall 2010		Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	245				
Female	126	51.4%	50.0%	(1.4%)	**
Male	119	48.6%	50.0%	1.4%	1%
Hispanic or Latino, regardless of race	3	1.2%	3.5%	2.3%	1%
Black, Non-Hispanic only	120	49%	3.2%	(45.8%)	*
American Indian/ Alaska Native only	4	1.6%	0.3%	(1.3%)	**
Native Hawaiian or other Pacific Isl. only	1	0.4%	0.0%	(0.4%)	**
Asian only	4	1.6%	0.0%	(1.6%)	**
White, Non-Hispanic only	83	33.9%	91.6%	57.7%	*

B. Increase Student Retention

Transfer Student Enrollment	Fall 2010 Baseline		Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	148				
Female	98	66.2%	50.0%	(16.2%)	**
Male	50	33.8%	50.0%	16.2%	1%
Hispanic or Latino, regardless of race	3	2%	3.5%	1.5%	1%
Black, Non-Hispanic only	48	32.4%	3.2%	(29.2%)	*
American Indian/ Alaska Native only	0	0%	0.3%	0.3%	**
Native Hawaiian or other Pacific Islander only	0	0%	0.0%	0%	**
Asian only	0	0%	0.0%	0%	**
White, Non-Hispanic only	68	45.9%	91.6%	45.7%	*

C. Increase Student Graduation Awards

Associates Degrees/Credentials Awarded	May 2010		Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	37				
Female	33	89.2%	50.0%	(39.2%)	**
Male	4	10.8%	50.0%	39.2%	1%
Hispanic or Latino, regardless of race	1	2.7%	3.5%	0.8%	**
Black, Non-Hispanic only	13	35.1%	3.2%	(31.9%)	*
American Indian/ Alaska Native only	0	0%	0.3%	0.3%	**
Native Hawaiian or other Pacific Isl. only	0	0%	0.0%	0%	**
Asian only	0	0%	0.0%	0%	**
White, Non-Hispanic only	23	62.2%	91.6%	29.4%	*

Bachelor's Degrees Conferred	May 2010		Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	213				
Female	134	62.9%	50.0%	(12.9%)	**
Male	79	37.1%	50.0%	12.9%	1%
Hispanic or Latino, regardless of race	0	0%	3.5%	3.5%	1%
Black, Non-Hispanic only	132	62%	3.2%	(58.8%)	*
American Indian/Alaska Native only	0	0%	0.3%	0.3%	**
Native Hawaiian or other Pacific Islander only	0	0%	0.0%	0%	**
Asian only	1	0.5%	0.0%	(0.5%)	**
White, Non-Hispanic only	65	30.5%	91.6%	61.1%	*

Graduate Degrees Conferred	May 2010		Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	54				
Female	33	61%	50.0%	(11%)	**
Male	21	39%	50.0%	11%	1%
Hispanic or Latino, regardless of race	1	1.9%	3.5%	1.6%	1%
Black, Non-Hispanic only	27	50%	3.2%	(46.8%)	*
American Indian/ Alaska Native only	0	0%	0.3%	0.3%	**
Native Hawaiian or other Pacific Isl. only	0	0%	0.0%	0%	**
Asian only	3	5.5%	0.0%	(5.5%)	**
White, Non-Hispanic only	17	31.5%	91.6%	60.1%	*

Owen County

A. Increase Recruitment and Enrollment of Diverse Students

Total Population of Owen County: 11,295.

Undergraduate Students Enrolled	KSU Fall 2010		Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	2,606				
Total Female	1,556	59.7%	50.4%	(9.3%)	**
Total Male	1,050	40.3%	49.6%	9.3%	1%
Hispanic or Latino, regardless of race	28	1.1%	1.9%	0.8%	**
Black, Non-Hispanic only	1,531	58.7%	1.7%	(57%)	*
American Indian/Alaska Native only	2	0.1%	0.0%	(0.1%)	**
Native Hawaiian or other Pacific Isl. only	2	0.1%	0.0%	(0.1%)	**
Asian only	0	0%	0.2%	0.2%	**
White, Non-Hispanic only	550	21.1%	96.1%	75%	*

Graduate Students Enrolled	Fall 2010		Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	245				
Female	126	51.4%	50.4%	(1.0%)	**
Male	119	48.6%	49.6%	1%	1%
Hispanic or Latino, regardless of race	3	1.2%	1.9%	0.7%	**
Black, Non-Hispanic only	120	49%	1.7%	(47.3%)	*
American Indian/ Alaska Native only	4	1.6%	0.0%	(1.6%)	**
Native Hawaiian or other Pacific Isl. only	1	0.4%	0.0%	(0.4%)	**
Asian only	4	1.6%	0.2%	(1.4%)	**
White, Non-Hispanic only	83	33.9%	96.1%	62.2%	*

B. Increase Student Retention

Transfer Student Enrollment	Fall 2010 Baseline		Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	148				
Female	98	66.2%	50.4%	(15.8%)	**
Male	50	33.8%	49.6%	15.8%	1%
Hispanic or Latino, regardless of race	3	2%	1.9%	(0.1%)	**
Black, Non-Hispanic only	48	32.4%	1.7%	(30.7%)	*
American Indian/ Alaska Native only	0	0%	0.0%	0.0%	**
Native Hawaiian or other Pacific Isl. only	0	0%	0.0%	0%	**
Asian only	0	0%	0.2%	0.2%	**
White, Non-Hispanic only	68	45.9%	96.1%	50.2%	*

C. Increase Student Graduation Awards

The total number of Associates Degrees/Credentials awarded is 37.

Associates Degrees/Credentials Awarded	May 2010		Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	37				
Female	33	89.2%	50.4%	(38.8%)	**
Male	4	10.8%	49.6%	38.8%	1%
Hispanic or Latino, regardless of race	1	2.7%	1.9%	(0.8%)	**
Black, Non-Hispanic only	13	35.1%	1.7%	(33.4%)	*
American Indian/Alaska Native only	0	0%	0.0%	0%	**
Native Hawaiian or other Pacific Islander only	0	0%	0.0%	0%	**
Asian only	0	0%	0.2%	0.2%	**
White, Non-Hispanic only	23	62.2%	96.1%	33.9%	*

Bachelor's Degrees Conferred		May 2010	Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	213				
Female	134	62.9%	50.4%	(12.5%)	**
Male	79	37.1%	49.6%	12.5%	1%
Hispanic or Latino, regardless of race	0	0%	1.9%	1.9%	1%
Black, Non-Hispanic only	132	62%	1.7%	(60.3%)	*
American Indian/Alaska Native only	0	0%	0.0%	0%	**
Native Hawaiian or other Pacific Islander only	0	0%	0.0%	0%	**
Asian only	1	0.5%	0.2%	(0.3%)	**
White, Non-Hispanic only	65	30.5%	96.1%	65.6%	*

Graduate Degrees Conferred		May 2010	Representation, Co. Data	Representation Gap	Five-Year Improvement Threshold
Total	54				
Female	33	61%	50.4%	(10.6%)	**
Male	21	39%	49.6%	10.6%	1%
Hispanic or Latino, regardless of race	1	1.9%	1.9%	0%	**
Black, Non-Hispanic only	27	50%	1.7%	(48.3%)	*
American Indian/Alaska Native only	0	0%	0.0%	0%	**
Native Hawaiian or other Pacific Islander only	0	0%	0.0%	0%	**
Asian only	3	5.5%	0.2%	(5.3%)	**
White, Non-Hispanic only	17	31.5%	96.10%	64.6%	*

Summary of Data Analysis

Overall, the university is well represented from a wide range of racial and ethnic groups. However, there were several group demographics where gaps were repetitively detected when compared to counties as well as the state. Therefore, particular attention and strategic focus will be placed on recruit and retention of members of the following groups:

1. Males, all categories except faculty.
2. Hispanics, all categories
3. Minority and Women faculty
4. Graduate Degrees Awarded to Minorities

Plan Management

This plan shall be maintained and monitored by a person designated by the University President. Plan updates and a progress report will be provided to the Council on Post-Secondary Education on at least an annual basis. Also, strategies that support achievement of improvement thresholds shall be developed and reviewed by the University Cabinet, Senior Administration and Campus Environment Team on at least an annual basis. Plan implementation is a shared responsibility among all departments on campus since the successful recruitment and retention of students, staff, and faculty and graduation of students can only be fully achieved when all members of the campus community work together towards achievement of the vision for the campus.

APPENDIX A: BACKGROUND on the Requirement from the KENTUCKY COUNCIL ON POST-SECONDARY EDUCATION

*Excerpt from "**Kentucky Public Postsecondary Education Diversity Policy And Framework for Institution Diversity Plan Development**" as adopted by the Council on Postsecondary Education (2010)*

The Council on Postsecondary Education (CPE) affirms diversity as a core strategy in its strategic planning process. Diversity should change the institution, not just students, and reflect an institutional willingness to examine its programs, policies, practices, and procedures and how they impact various populations. As indicated in expert testimony by John Matlock, Gerald Gurin, and Katrina Wade-Golden in support of *Gratz, et al. v. Bollinger, et al.*, No. 97-75321 (E.D. Mich.) and *Grutter, et al.v. Bollinger, et al.*, No. 97-75928 (E.D. Mich.), "institutions of higher education have an obligation, first and foremost, to create the best possible educational environment for the young adults whose lives are likely to be significantly changed during their years on campus." One goal embraced by most colleges and universities is to prepare students for active participation in the increasingly diverse democratic society.

As discussed in the *Grutter* opinion, student body diversity "helps to break down racial stereotypes"[1] and "diminishing the force of such stereotypes is both a crucial part of [a university's] mission, and one that it cannot accomplish with only token numbers of minority students.[2] The Court further noted that "'ensuring that public institutions are open and available to all segments of American society, including people of all races and ethnicities, represents a paramount government objective.' . . And, '[n]owhere is the importance of such openness more acute than in the context of higher education.' . . Effective participation by members of all racial and ethnic groups in the civic life of our Nation is essential if the dream of one Nation, indivisible, is to be realized.[3]

For almost three decades the state of Kentucky operated under the provisions of a federal finding that required remedial attention to de jure segregation in its public colleges and universities. In December 2008, the United States Department of Education Office for Civil Rights released Kentucky from the remedial planning process. Following the action by the federal government, the CPE directed its Committee on Equal Opportunities (CEO), in collaboration with the public institutions to assure that the significant progress campuses have made in this regard is preserved and enhanced throughout public postsecondary education.

Diversity Policy:
It is the policy of the CPE that to truly prepare students for life and work in an increasingly diverse society the public postsecondary institutions within the Commonwealth shall embrace diversity within constitutional and legal parameters, seek to reflect that diversity in their student body and workforce, and commit to eliminate achievement gaps among all students. This policy is the expression of a vital governmental interest, but does not compel or advocate racial balancing or the establishment of quotas. 2

Diversity Definition:
Diversity, as a concept, describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disabilities, socio-economic status, life experiences, geographical region, or ancestry. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences. The policy "focusing on a diverse student body and workforce" advocates the inclusion of students and employees from historically underserved populations, both historical and ongoing.

Institutional Diversity Planning:
To implement this policy, the CPE requires that each public institution submit to CPE for approval, no later than March 15, 2011, a campus-based diversity plan which shall set forth specific strategies that promote diversity and measurable goals that reflect institutional demographics in comparison to population. Nothing in this policy shall be construed as a requirement that institutions attain and/or maintain specific percentages of minority group enrollment. The campus-based diversity plans will, at a minimum, address four areas: (1) student body diversity that reflects the diversity of the Commonwealth or the institution's service area, (2) achievement gaps, (3) workforce diversity, and (4) campus climate. The plans will be developed using a framework which includes guiding principles, commitments, and action statements that will assist institutions as they develop or refine their own diversity plans. Institutional plans shall be narrowly tailored so as to further those areas of interest set forth above. Each campus-based plan shall:

- Assure consistency with system-wide and institutional diversity policies and practices.
- Describe diversity and equal opportunity for students, faculty, administrators, and staff in action plans that address the campus environment.
- Implement a system of institutional accountability by using metrics that are specific and measurable.
- Recognize that equal opportunity is essential to all members of the campus communities.
- Preserve broad access to high quality postsecondary education opportunities.

[4] K. Bikson & S.A. Law, Rand Report on Global Preparedness and Human Resources: College and Corporate Perspective, (1994).
References:
1a. http://www.cpe.ky.gov/about/cpe/default.htm